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ABSTRACT

This paper reports on a research project designed to determine if the model Life Management Curriculum formulated in Project III-6-987 and available at California community colleges since 1987 is meeting intended goals and if male and female students are making progress in achieving career/family balance and improved quality of life. An evaluation device was designed to determine quantitatively the impact of the curriculum on student behavior and to differentiate its effectiveness as between females and males, different age groups, urban/rural settings, and ethnic backgrounds. Data were gathered from 14 classes representing 10 campuses. Using the Statistical Package for the Social Sciences (SPSS), the data were analyzed and the results showed the program to be highly successful in meeting needs of students of all ages, particularly women. The questionnaire and all statistical and demographic information are included. (NL)

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IMPACT ASSESSMENT OF LIFE MANAGEMENT

CURRICULUM

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A Project Funded by the California Community Colleges

Project Nr. 87-0514

Project Director: Joann Driggers, Home Economics Department

Mt. San Antonio College

Project Administrator: Richard N. Wright

Dean, Occupational Programs, Mt. San Antonio College

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EXECUTIVE SUMMARY

Impact Assessment of Life Management Curriculum sought to determine if the model Life Management Curriculum formulated in Project III-6-987 (California Community Colleges) is meeting intended goals and if male and female students including both Home Economics majors and non-majors, are making progress in achieving career/family balance and increased quality of life. This research sought to determine which campuses are teaching Life Management and it intended to stimulate and facilitate articulation amongst two-year and four-year colleges and universities.

The Project Director for this research surveyed California community colleges to identify instructors implementing the Life Management curriculum and then established a Task Force of Life Management experts. The Task Force created an evaluation device that could determine quantitatively the impact of the curriculum on student behavior, and differentiate its effectiveness between men and women, as well as amongst age groups, urban/rural settings, and ethnic backgrounds.

The Project Director, with the aid of campus faculty, administered the pre-testing and post-testing state-wide. Campus faculty completed a different evaluation consisting of open-ended questions which was created by the Project Director in consultation with Task Force members.

Mid-way through the project, Task Force members conferred to discuss preliminary results, all of which were positive. These results were reported at the biennial convention of the California Home Economics Association in March, 1989.

After gathering data from fourteen classes representing ten campuses, the Project Director supervised the statistical analysis using a Statistical

Package for the Social Sciences (SPSS). The data were then analyzed by all the Task Force members, conclusions were drawn, and recommendations formulated. Results were presented at the October meeting of the California Community Colleges in Ontario, California, as well as at the Home Management/Family Economics - Western Region Conference in November in Seattle, Washington.

The clear result is that both students and faculty judge the Life Management course to be a rousing success. The Life Management Model Curriculum is a success in meeting the varied needs of students of all ages and experiences, particularly women. Instructors who have initiated this class are selling it on the quality of the curriculum. It is comprehensive, flexible, and appropriate to men as well as women, married or single, parent or not. The course prepares students of all majors and backgrounds to meet the demands of multiple roles related to career, family, community and self.

This project has also encouraged sharing of curriculum ideas amongst instructors, has helped facilitate course approval on several campuses, and has stimulated a dialog between faculty of Life Management at two-year and four-year colleges, which will hopefully lead to articulation.

OBJECTIVES, ACTIVITIES and OUTCOMES

1. Identify California community college Home Economics instructors who are implementing the Life Management curriculum.

Conduct a survey of all California Community College Home Economics departments and Vocational Deans to determine where the Life Management curriculum has been implemented, if it will be offered in Fall, 1988, and if the instructor would be willing to participate in evaluation.

Mailed a cover letter and survey to 300 instructors and deans. A total of 60 responses were received, representing 54 campuses. Campuses offering Life Management are listed in Appendix A.

2. Review and develop methods to assess:

a. How effectively the Life Management curriculum is meeting its goals and objectives, noting differences by gender, age, or urban/rural setting.

Project Director will form a seven-member Task Force to determine appropriate methods of testing student progress and faculty response toward Life Management curriculum goals. Members will have expertise in Life Management curriculum. One member will have expertise in creating and evaluating test instruments.

Formed a Task Force of four Life Management experts who were available for this project, plus one test expert. Members are listed in Appendix B.

In a three-day work session, Task Force members will review the Life Management curriculum, develop student evaluation instruments and devise a model framework for pre-testing/post-testing to determine whether

a. the course is effective in achieving its intended goals.
b. the course is having some effects that were not intended.
c. the outcome of the course is the result of some intervention not included in Life Management.
d. the students who take the course are making progress in achieving the career/home balance that is needed for a quality of life.
e. the effectiveness of the course varies significantly by gender, race, urban/rural community or other psychographic factors.

The Task Force of Life Management experts reviewed the curriculum and confirmed that all topics were equally important (Appendix C). We created a multiple choice pre-test, which was field tested in a Mt. San Antonio College summer school U. S. History class of 30 people, 11 of which were male. Revisions were made. Final evaluation devices in Appendix D.

b. Instructors' response to curriculum.

The Task Force will also create an evaluation instrument to determine:

1. *the instructor's response to curriculum.*
2. *recommendations for curriculum implementation.*
3. *recommendations for teaching strategies.*
4. *recommendations for curriculum revisions.*
5. *enrollment and retention figures.*
6. *certification of course for General Education.*

Each instructor also completed a Faculty Evaluation form (Appendix E) created by the Project Director with consultation of Task Force members.

3. Review the curriculum, evaluation instruments and strategies for implementation for gender equity.

The Task Force members will review the curriculum, evaluation instruments and all other written reports in order to avoid sexist language, omit stereotypical roles for men and women, promote gender equity, create a course which appeals to men as well as women, and promote better understanding of the roles of men and women in our society.

Task Force membership represented both men and women. The evaluation instrument was written with gender equity in mind. Neither the

field test nor later research revealed any inequities. All other written products were reviewed to promote gender equity.

4. Advise and participate in the evaluation of as many Life Management programs as can be found at California community colleges that are following the newly formulated curriculum (a minimum of four) to determine:

a. Impact of curriculum on student knowledge and behavior.

b. Response to curriculum by instructor.

c. Enrollment and retention figures.

d. Certification for General Education.

Project Director will supervise by mail the evaluation of as many Life Management programs as are identified and available (minimum of four) as determined in the initial survey. Life Management adaptations in contract teaching and its implementation to a GAIN/JTPA program will be included if possible.

The Project Director, with the aid of campus faculty, administered the pre-testing and post-testing state-wide in a total of 13 classes. Although this curriculum has been pilot tested in a contract teaching mode, as well as in a GAIN/JTPA program, no such examples were available for this research.

Student Evaluations

A total of 360 post-tests were received and matched to pre-tests by campus, student name, and Social Security number, leaving a research population of 200, of which 33 were male. Regarding age, 61.5% were 17-

26 while 24.5 % were 27-36. Most students were single, 59% ; 26.5% were married. Demographic data collected included the enrollment and geographic location of the community college, age, marital status, ethnic background, educational level, and family income.

On the pre-test, 90% or more of the students choose the "strongly agree" or "agree" response to six of the 40 subject related questions. Despite this there was still significant change in the post-test responses on two of those questions (numbers 18 and 51). Particular significance (probability value of less than .001) was found on questions related to defining lifetime goals, decision making, understanding cultural differences, managing change, considering energy cycle when planning daily tasks, managing stress, and maintaining balance between career/ home responsibilities. (See Appendix F for all t-test results.)

One task of this grant was to determine if there are differences in the effectiveness of this curriculum between men and women, as well as amongst age groups, urban/rural settings, and ethnic backgrounds. Enrollment and retention figures suggest that all groups are served by this curriculum. Analysis of individual questions indicate that some portions of the curriculum are more successful with and cause a greater change in behavior in specific groups.

A question on the post-test asked each student to "rate the amount of change in your life management behavior and skills as a result of this class." Cross tabulations were done on this question with gender, ethnic background, and geographic location. The largest portion, 83.5%, of the population was female. When describing the amount of change, 40.5% chose "considerable" and 48.5% chose "moderate." Of the 33 men in the population responding to the same question 25.8% chose "considerable" and 54.8% chose

"moderate." The remaining respondents in both groups chose "very little change;" no one selected "no change"

The t-test results for women closely paralleled the total research population since women were the majority in the sample. The male responses however were quite different as is evident in the t-test results (Appendix F.) When combined with the self-assessment question reported above, it is apparent that there was less change in behavior for men than for women. One faculty member did comment in her evaluation that the men did much better on final management projects than women.

In regards to ethnic origin, 71% of the total population described themselves as Caucasian, 5% Asian, 4% Black, 12.5% Latino, and 6.5% chose other. Due to the small size of the non-Caucasian population in this research, comparisons were made of Caucasians to non-Caucasians as a group. Statistical comparison of the pre-test to the post-test results showed a significant change in response in 27 of the 40 questions for Caucasians, and 12 of the 40 for non-Caucasians. Curriculum topics which were <u>less effective</u> with non-Caucasians include cultural forces, change, communication, conflict management, multiple roles, and human growth potential.

Another variable considered was geographic location. Faculty were asked to chose a category that appropriately described their particular campus location and to direct the students to record this choice on the test. Results were 56% suburban, 34% rural, and 10% urban. The t-test analysis yielded statistically significant responses to 24 of the 40 questions in the rural population, 17 out of 40 for the suburban, and 9 out of 40 for the urban. Since the urban population was represented by only 20 students all from one class, these data are less reliable.

The final variable considered was age. The t-test analysis yielded statistically significant responses to 19 of the 40 questions for the 17-26 year olds (61% of population) and 22 of the 40 questions for the 27-36 year olds (23% of the population). Due to the small subsamples, t-tests were not done for other age groups.

Faculty Evaluation

Faculty were also surveyed to determine their response to the curriculum, and to estimate its degree of success. Faculty indicated that they typically required student assignments related to goal setting, decision making, and time management and noted that students became progressively faster, more discriminating, and more specific with each assignment. Most responded that students were clearly managing their time better as the numbers of late projects diminished. Others noted specific examples of more satisfactory decision-making by students, who now perceived an expanded selection of alternatives. Evidence of successful managing of multiple roles came from students indicating to faculty that they were having family discussions about household responsibilities, they were delegating more often and more effectively, and that they now had more personal time. All faculty reported a great deal of positive feedback from students who are more satisfied with their life management.

All faculty were sensitive to the need for a balanced and fair curriculum regarding gender and ethnic background. One faculty member indicated a need for inclusion of examples of the application of management principles from the business world, rather than from personal and household

life. Another wanted more career information for men for incorporation into class discussion.

Faculty are very enthusiastic about the course content. Several noted that it is their favorite course to teach, that they find it stimulating and self-fulfilling. One instructor noted that it was "the most exciting and gratifying change in the Home Economics perspective" that she has seen in her 20 year teaching career.

All faculty members indicated that the curriculum was all-inclusive. Two of the ten indicated that they included Managing the Environment in the Current Issues section, while student responses indicate that at least half of the faculty include a section on Money Management. No one had a recommendation for deletions. Most faculty noted the lack of a comprehensive textbook targeted at a lower division, general education audience as a disadvantage to the student. Faculty currently are using a variety of texts, supplementing them with other resources such as readings in journals and periodicals.

Enrollment and retention figures.

Prior to this research no record existed of schools offering this curriculum or of enrollment patterns. The number of campuses offering Life Management is larger than expected and is testimony to the success of the curriculum. Many campuses offer the class each semester, and some are beginning to offer more than one section in a semester. Instructors report success with both day and evening sections. Retention for some instructors is better in Life Management than in other classes.

Certification for General Education.

Some faculty indicated initial or continuing problems with the course approval process, ranging from territorial rights to the subject matter to debate over its appropriateness as a General Education graduation requirement. Approximately half of the schools offering this class allow it to meet a General Education graduation requirement. For many campuses the success of Life Management, or even the opportunity to offer it, is dependent upon the inclusion of the course in the General Education requirements list. At one school Life Management lost its place on the General Education list when it was revealed that it was the only course on that list not articulating with the California State University (CSU) system.

Articulation is a prime concern of faculty. A few university campuses are contemplating submitting a lower division Life Management course, and at least two have begun the process. San Diego State University offers a lower division course, FSCS 151 - Dynamics of Family Management, that presents the only articulation possibility known to this researcher.

5. If necessary as determined from evaluation results formulate revision recommendations for the Life Management curriculum. In conjunction with the original Curriculum Development Task Force revise curriculum.

Based on the findings of the impact assessment, members of IMPACT ASSESSMENT Task Force and the original Life Management Curriculum Development Task Force will in a one-day session jointly revise the Life Management curriculum.

An open-ended question concluded the pre-test and asked students what they were interested in learning about Life Management. Results indicate an interest by some students in each of the 16 topics in the model curriculum. This was tabulated by reviewing the responses to the final question, and assigning the response to one or more of the 16 curriculum topics. Students could indicate as many topics as they wished. For example, one student responded that the "things I would most like to learn is how to balance multiple roles, delegate, managing time....and increase skills in reducing stress." This response was classed as a 6, 9, 12, and 13. (The list of topics can be found in Appendix C.)

Of the 365 surveyed, 273 people indicated an interest in one or more topics. The most interesting to students were (2) Goals, (5) Decision Making, (6) Time Management, (7) Personal Energy Management, (12) Stress Management, (13) Multiple Roles, and Human Growth Potential (14). It is probable that the 75 who did not answer this open-ended question left it blank due to lack of time.

Due to positive Student and Faculty evaluations in the Fall, as well as the classroom experiences of Task Force members, revisions were deemed not necessary.

DISSEMINATION

6. Disseminate study results by:

a. Distributing a written report which will include the revised curriculum evaluation instruments, strategies for implementation and list of implementors.

b. Conducting regional workshops or other in-service training for California Community College Home Economics instructors statewide.

c. Reporting results in appropriate newsletters and publications.

The Project Director, in conjunction with the IMPACT ASSESSMENT Task Force, will create a written report including the revised curriculum, evaluation devices, and strategies for implementation. Included will be techniques and resources to aid instructors with course approval, student recruitment, articulation, and successful certification of the course for General Education for graduation.

The report includes the research paper presented at the two conferences identified in this report. It includes a copy of the pre-test and post-test, two press releases describing the Life Management curriculum (Appendix G) , and an updated list of references, activities etc. collected during this project . Also included is an outline of important events in the history of the Home Economics profession which relate to Life Management.

The Project Director will plan, organize, and conduct two one-day in-service workshops for California community college Life Management instructors statewide to disseminate the improved teaching techniques and curriculum materials.

The Project Director presented an in-service program at the combined conference of California Community College, California Home Economics Association, and Early Childhood Educators in October, 1989. A similar report of this research was presented in November, 1989 at the Home Management/Family Economics - Western Region annual conference.

Project Director will create a press release to report the project results and disseminate it to appropriate newsletters.

See Appendix G.

Project Director will submit an article describing the development of the Life Management Curriculum and its impact on students to the Journal of Home Economics. Final report will be placed with ERIC and VOICE.

The research report presented at the Home Management/Family Economics - Western Region Conference in Seattle in November, 1989 is the basis for such an article.

7. Coordinate activities with an evaluation expert, plus the Advisory Committee and Task Force that originally developed the Life Management curriculum.

The Project Director has periodically communicated with all members of the Impact Assessment Task Force, as well as the Project Director of the Curriculum Development Task Force.

IMPLICATIONS FOR THE FUTURE

The Life Management model curriculum prepares students of all majors and backgrounds to meet the demands of multiple roles related to career, family, community and self. It is successful because it is comprehensive, flexible, and appropriate to men as well as women, married or single, parent or not. Faculty who have initiated this class are selling it on the quality of the curriculum.

The course is attracting a primarily female audience. The fact that the course is highly effective with this group is positive, since recent and past research indicates that women are primarily responsible for child and household care, and therefore are in greatest need of the skills necessary to balance multiple roles.

The course is less effective with men and with minorities. This may be a factor of the implementation of the curriculum rather than the curriculum itself. Some of the faculty were teaching this class for the first or second time and so need to develop and refine their skills in this area. Faculty need increased knowledge of the needs, attitudes, and beliefs of men and minorities. They also need student references, projects, and activities which will more effectively meet the learning needs of men and minorities. A second factor could be the small size of some of the sub-samples. i.e., 15% males. **Recommendation: more inservice training for faculty.**

Faculty are concerned about and students suffer from the lack of an appropriate textbook. Most faculty use well-recognized textbooks in this subject as personal reference, as they have found much of their content appropriate to the curriculum. However these same texts are not selected

for students since they are judged as too theoretical for the target audience. **Recommendation: an appropriate text needs to be written.**

Although not clearly reflected in these data, this researcher has a concern for the effectiveness of this curriculum with Asians. The focus of the curriculum and attitude of the faculty indicate a strong emphasis on pride of accomplishment and building self-esteem. One popular class assignment asks students to identify "what they are good at" and encourages bragging. This runs counter to Asian customs, value systems and beliefs. More workshops focused on cultural diversity and curriculum implementation would be useful and could provide a remedy to some of these above mentioned limitations. Dissemination of this report will likewise help. **Recommendation: more multi-cultural research and dissemination of those results to faculty.**

It seems apparent from this research that there is a large audience of general education students waiting to benefit from the expertise of Home/Family Resource Management faculty. Prior to 1987 almost no California community college was offering a Life Management course, nor were they offering anything similar to it. Now at least 16 campuses have approved this course, and some campuses teach more than one section a semester. There is a revival of the Life Management course because it meets the needs of students to know how to balance multiple roles.

Training in these skills is undoubtedly needed by students across the state, as adults and children are faced with increasing demands of careers, family, self and community in a time of rapid change. It is time that we make this course available to as many students as possible. Arlie Hochschild reports in *The Second Shift: Working Parents and the Revolution at Home* that women typically work 15 hours more each week, a month more a year,

trying to juggle multiple roles. The Life Management curriculum can show men and women how to deal with this reality. It can help them understand the cultural, economic and political changes that have brought us to this point. And it can show them some possible alternative futures.

Recommendation: Home Economic faculty, Deans of Vocational Education, and Deans of Instruction pursue and support the implementation of the Life Management curriculum as a General Eduction course.

If large numbers of students are to benefit from this curriculum, faculty from colleges and universities must cooperate in curriculum development and articulation. Encouragement for and assistance with articulation to four-year institutions is also needed from administrators. The curriculum is already created and available to be adapted to local needs and implemented to the benefit of male and female students across the state. This curriculum excites and inspires faculty. More wide-spread teaching of it will enhance the field of Home Economics while it benefits individuals and families to find more satisfaction and enhanced quality of life.

Recommendation: Administrators need to support articulation of the Life Management course to the four-year college level.

Hochschild, Arlie and Machung, Anne. *The Second Shift: Working Parents and the Revolution at Home.* Viking; New York. 1989.

APPENDIX A

IMPACT ASSESSMENT: LIFE MANAGEMENT
Colleges Participating in Evaluation

College	*Coordinator*
American River College 4700 College Oak Ve. Sacramento, CA 95841	Carol Matich, Home Economics
Butte College 3536 Butte Campus Drive Oroville, CA 95965	Sondra Anderson, Home Economics
Chaffey College 5885 Haven Avenue Alta Loma, CA 91701-3002	JoAnn Sterba, Home Economics
Grossmont College 8800 Grossmont College Dr. El Cajon, CA 92020	Cathie Robertson, Family & Consumer Studies
Long Beach City College 4901 East Carson St. Long Beach, CA 90808	Lynne Miller, Home Economics
Modesto Junior College 435 College Avenue Modesto, CA 95350	Sandy Bucknell, Home Economics
Mt. San Antonio College 1100 N. Grand Avenue Walnut, CA 91789	Joann Driggers, Home Economics
Orange Coast College 2701 Fairview Rd. Costa Mesa, CA 62626	Patricia Mogan, Home Economics

Palomar College
1140 West Mission Rd.
San Marcos, CA 92069

Patricia Law, Family Consumer Science

San Joaquin Delta College
5151 Pacific Avenue
Stockton, CA 95207

Dolores Washington, Family & Consumer ED

Shasta College
P. O. Box 6006
Redding, CA 96003

Carol Rupe, Home Economics

Yuba College
2088 N. Beale
Marysville, CA 9590

Kay Sims, Consumer Education

OTHER CAMPUSES WITH LIFE MANAGEMENT COURSES

Cerritos College
11110 E. Alondra
Norwalk, CA 90650

Keith Adams
Dean, Extended Day

Los Angeles Mission College
1212 San Fernando Road
San Fernando, CA 91340

Sandra Lampert, Family and Consumer Studies

San Bernadino Valley College
701 S. Mt. Vernon
San Bernadino, CA 92410

Juliann Martin, Family and Consumer Science

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APPENDIX B

IMPACT ASSESSMENT OF LIFE MANAGEMENT CURRICULUM

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APPENDIX C

LIFE MANAGEMENT CURRICULUM

1. Values & Standards
2. Goals - set personal goals; achieve goals
3. Cultural Forces - manage a family
4. Impact of Change - dealing with change and future trends
5. Decision Making - make decisions; manage problems better
6. Time Management - best use of time and life; time management; get everything done
7. Personal Energy Management - more organized space; have more personal time
8. Motivation - Procrastination - how to get motivated or motivate others; decreasing procrastination
9. Delegating - improving delegation skills
10. Communicating - improve skills; be better with people
11. Conflict Management - managing problems better; improve interpersonal relations
12. Stress Management and Coping - stress management
13. Multiple Roles - have a more balanced life; concentrate on the important things in life; manage multiple roles
14. Human Growth Potential - deal with personality differences
15. Other Current Issues
    - Balance a budget
    - Choose a career
    - Environment

APPENDIX D

PRE-TEST AND POST-TEST

The pre-test and post-test are almost identical with differences related to timing, not substance. The first ten questions of both provide identical personal student data. The next two questions seek to discover the major area about which the student wants to learn (pre-test), or did learn (post-test). The remaining questions seek responses about student knowledge, beliefs, and behavior. Task Force members agreed that on the post-test we wanted a C-Disagree or D-Strongly Disagree answer on ten questions: numbers 22, 24, 25, 27, 30, 31, 38, 39, 45, and 53. All other answers we hoped would yield an A-Strongly Agree or B-Agree.

IMPACT ASSESSMENT: LIFE MANAGEMENT

Please respond to the following questions for statistical purposes: (Select one response only)

1. What is the enrollment at your college?
   a. less than 5,000 b. 5,000 to 10,000 c. 10,000 to 15,000
   d. 15,000 to 20,000 e. 20,000 and up

2. How would you describe the geographic location of your college?
   a. urban b. suburban c. rural

3. What is your gender?
   a. Female b. Male

4. What best describes your age?
   a. 17-26 b. 27-36 c. 37-46 d. 47-56 e. over 57

5. Marital status?
   a. single b. married c. divorced d. separated e. widowed

6. What best describes your ethnic background?
   a. Asian b. Black c. Latino d. Caucasian e. Other

7. What was the major reason you took this course?
   a. required of major or certificate
   b. meets General Education requirement
   c. wanted Life Management skills
   d. course sounded interesting

8. How did you find out about this course?
   a. found it on a list of required courses
   b. discovered it while looking through the schedule of classes
   c. advertising (flyers, word-of-mouth, and the like)
   d. recommended by a counselor/teacher
   e. class available at a convenient day and time

9. What is the most amount of education you have had?
   a. High school/ G.E.D.
   b. less than 30 units of college
   c. 31 or more units of college
   d. AA/AS degree
   e. BA/BS or higher

10. How would you best describe your family/ household annual income?
    a. $15,000 or less
    b. $16,000 to $31,000
    c. $32,000 to $47,000
    d. $48,000 to $63,000
    e. Above $64,000

From the items found below in #11 and #12, choose the <u>one most important</u> thing you would like to learn from Life Management. Note that one of the lines on your answer sheet will be totally blank.

11. a. achieving goals b. dealing with change c. making decisions
    d. managing time e. delegating

12. a. maximizing personal energy b. building effective communication skills
    c. understanding personal values d. reducing stress e. balancing multiple roles

Please respond to the following questions with an A, B, C, D, response.
Select one response that best answers the question.

A=Strongly Agree B=Agree C=Disagree D=Strongly Disagree

13. My values help me determine how I live my life.
14. My standards are flexible.
15. I have standards by which to measure my achievements
16. I have defined my lifetime goals.
17. I assign priorities to my daily goals.
18. I respect the cultural traits of others.
19. I have considered the effects of my ethnic and religious heritage on my thinking.
20. I recognize the impact of current social and political trends as they influence contemporary culture.
21. I plan ahead for the changes in my life.
22. I feel I have little control over what is going to happen in my life.
23. I am confident I can deal with the changes in my life.
24. There is not much use in paying attention to futurists, what will be will be.
25. I cannot identify my present stage in the personal life cycle.
26. I am responsible for the consequences of my decisions.
27. I tend to make decisions without thinking.
28. When making a decision I pause to clarify the problem.
29. I consistently use a "to do" list.
30. I tend to be late for various deadlines.
31. I am hindered by my desire for perfection.
32. I regularly spend time with people who are significant or special to me.
33. I usually save up my shopping or errands to do at one time.....for one day, so I won't have to go back.
34. My work area or spaces are generally orderly.
35. I have a regular routine for necessary personal care and maintenance of my possessions.
36. I consider my energy cycle when I schedule my daily tasks.
37. I am generally enthused about my daily activities.
38. I cannot motivate other people to work with me on a project.
39. It is easier to "do it myself" than to trust someone else to do it.
40. When I ask someone to complete a task for me, I make sure they understand what I expect.
41. I am able to negotiate towards an equitable division of household tasks.
42. I believe it is possible to change another person's opinion.
43. My verbal and non-verbal communications are satisfactorily interpreted by others.
44. In solving conflicts I try for a solution that is fair to all parties.
45. I often feel overwhelmed.
46. I have successful techniques for managing stress.
47. I exercise regularly.
48. On medical charts my weight is normal for my height and age.
49. I manage school, home, work, and personal activities so that my various life roles are satisfying.
50. I can list my strengths as well as my weaknesses.
51. I am a capable person.
52. My career plans are consistent with my life goals.
53. I frequently choose which bills to pay because I can't pay them all.

On the back of the answer sheet briefly explain what you want to learn about Life Management in this class.

IMPACT ASSESSMENT: POST TEST

Please respond to the following questions for statistical purposes (Select one response only)

1. What is the enrollment at your college?
   a. less than 5,000 b. 5,000 to 10,000 c. 10,000 to 15,000
   d. 15,000 to 20,000 e. 20,000 and up

2. How would you describe the geographic location of your college?
   a. urban b. suburban c. rural

3. What is your gender?
   a. Female b. Male

4. What best describes your age?
   a. 17-26 b. 27-36 c. 37-46 d. 47-56 e. over 57

5. Marital status?
   a. single b. married c. divorced d. separated e. widowed

6. What best describes your ethnic background?
   a. Asian b. Black c. Latino d. Caucasian e. Other

7. What was the major reason you took this course?
   a. required of major or certificate
   b. meets General Education requirement
   c. wanted Life Management skills
   d. course sounded interesting

8. How did you find out about this course?
   a. found it on a list of required courses
   b. discovered it while looking through the schedule of classes
   c. advertising (flyers, word-of-mouth, and the like)
   d. recommended by a counselor/teacher
   e. class available at a convenient day and time

9. What is the most amount of education you have had?
   a. High school/ G.E.D
   b. less than 30 units of college
   c. 31 or more units of college
   d. AA/AS degree
   e. BA/BS or higher

10. How would you best describe your family/ household annual income?
    a. $15,000 or less
    b. $16,000 to $31,000
    c. $32,000 to $47,000
    d. $48,000 to $63,000
    e. Above $64,000

From the items found below in #11 and #12, choose the <u>one most important</u> thing you learned from the Life Management class. Note that one of the lines on your answer sheet will be totally blank.

11. a. achieving goals b. dealing with change c. making decisions
    d. managing time e. delegating

12. a. maximizing personal energy b. building effective communication skills
    c. understanding personal values d. reducing stress e. balancing multiple roles

Please respond to the following questions with an A, B, C, D, response
Select one response that best answers the question

A-Strongly Agree B-Agree C-Disagree D-Strongly Disagree

13. My values help me determine how I live my life
14. My standards are flexible.
15. I have standards by which to measure my achievements
16. I have defined my lifetime goals
17. I assign priorities to my daily goals.
18. I respect the cultural traits of others
19. I have considered the effects of my ethnic and religious heritage on my thinking
20. I recognize the impact of current social and political trends as they influence contemporary culture
21. I plan ahead for the changes in my life
22. I feel I have little control over what is going to happen in my life
23. I am confident I can deal with the changes in my life.
24. There is not much use in paying attention to futurists, what will be will be
25. I cannot identify my present stage in the personal life cycle
26. I am responsible for the consequences of my decisions
27. I tend to make decisions without thinking
28. When making a decision I pause to clarify the problem
29. I consistently use a "to do" list.
30. I tend to be late for various deadlines.
31. I am hindered by my desire for perfection.
32. I regularly spend time with people who are significant or special to me.
33. I usually save up my shopping or errands to do at one time.....for one day, so I won't have to go back
34. My work area or spaces are generally orderly.
35. I have a regular routine for necessary personal care and maintenance of my possessions
36. I consider my energy cycle when I schedule my daily tasks
37. I am generally enthused about my daily activities.
38. I cannot motivate other people to work with me on a project
39. It is easier to "do it myself" than to trust someone else to do it
40. When I ask someone to complete a task for me, I make sure they understand what I expect
41. I am able to negotiate towards an equitable division of household tasks.
42. I believe it is possible to change another person's opinion.
43. My verbal and non-verbal communications are satisfactorily interpreted by others
44. In solving conflicts I try for a solution that is fair to all parties
45. I often feel overwhelmed.
46. I have successful techniques for managing stress
47. I exercise regularly
48. On medical charts my weight is normal for my height and age
49. I manage school, home, work, and personal activities so that my various life roles are satisfying
50. I can list my strengths as well as my weaknesses.
51. I am a capable person.
52. My career plans are consistent with my life goals.
53. I frequently choose which bills to pay because I can't pay them all.

54. Rate the <u>amount of change</u> in your life management behavior and skills as a result of this class

a. considerable b. moderate change c. very little change d. no change

On the back of the answer sheet explain how this class has changed your thinking, your behavior or habits and your relationships. We encourage you to include examples

APPENDIX E

FACULTY EVALUATION

Faculty Evaluation
Return with student answer sheets

The goal of the **Impact Assessment of the Life Management Curriculum** project is to determine if the curriculum is meeting intended goals and if male and female students are making progress in achieving career/home balance and increased quality of life. Secondary goals include to help faculty achieve course approval, recruit students, and implement the curriculum.
With the primary goal in mind, would you please comment on the following, being as specific as possible :

1. Do you have evidence that students can more effectively set goals and priorities, and implement a plan for reaching goals as a result of studying this curriculum? Please explain:

2. Do you have evidence that students can make more satisfying decisions as a result of this curriculum? Please explain:

3. Do you have evidence that students are managing their time more effectively as a result of this curriculum? Please explain:

4. Do you have evidence that the multiple roles held by your students are being managed more effectively as a result of this curriculum? Please explain:

5. Is there a difference in the effectiveness of the curriculum between male and female students? If so, do you have a recommendation for change/s?

6 Is there a topic(s) not included in this curriculum that would make it more effective in relation to the curriculum goals? If so, please identify or explain

7. Do you have other ideas or comments to share in relation to the curriculum? (Please do so).

Since secondary goals of this project focus on course approval, recruitment, and curriculum implementation, please help with the following:

Course approval and graduation requirements

Does your course meet non-transfer degree requirements_____

If yes, which area?

Does your course meet transfer degree requirements_____

If yes, which area?

Is your course required in a degree or certificate program?

If so, please identify all.....

Is your course a restricted (RS) or recommended (RC) elective in a particular program? If so, please identify and label accordingly.....

How have you advertised your class/recruited students?

Implementation of curriculum **Send class assignments, study aids, etc. that you are willing to share with others, and I will disseminate them to all instructors participating in this assessment. You in turn will receive copies of their materials. Deadline: February 2, 1989. Mail to:**

Joann Driggers
Mt. San Antonio College
1100 N. Grand Avenue
Walnut, CA 91789

APPENDIX F

STATISTICAL ANALYSIS

All t - test results

Total Population

Variable	Factor	Cases	Mean Diff.	StndEr	t Value	Prob.
Q 15	Values&Standards	200	.2050	.075	2.73	.007
Q 16	Goals	200	.6450	.102	6.33	.000 *
Q 17	Goals	200	.4500	.099	4.54	.000 *
Q 18	Culture	200	.1750	.062	2.84	.005
Q 19	Culture	200	.4500	.086	5.20	.000 *
Q 20	Culture	200	.1850	.080	2.32	.021
Q 21	Change	200	.5850	.094	6.20	.000 *
Q 23	Change	200	.2850	.085	3.36	.001 *
Q 24-	Change	200	-.3250	.106	-3.07	.002
Q 25-	Change	200	-.4000	.112	-3.57	.000 *
Q 27-	Decisionmaking	200	-.3750	.102	-3.67	.000 *
Q 28	Decisionmaking	200	.3650	.081	4.53	.000 *
Q 29	Time Management	200	.4550	.092	4.94	.000 *
Q 31-	Time Management	200	-.2100	.097	-2.17	.031
Q 33	PerEnergyMngmnt	200	.3350	.102	3.28	.001 *
Q 34	PerEnergyMngmnt	200	.3300	.088	3.76	.000 *
Q 35	PerEnergyMngmnt	200	.4150	.092	4.53	.000 *
Q 36	PerEnergyMngmnt	200	.5950	.106	5.63	.000 *
Q 37	Motivation	200	.4550	.091	5.00	.000 *
Q 39-	Delegation	200	-.2700	.098	-2.77	.006
Q 41	Conflict Mngmnt	200	.2950	.098	3.01	.003
Q 43	Communication	200	.3400	.098	3.48	.001 *
Q 45-	Stress Mngmnt	200	-.4200	.100	-4.19	.000 *
Q 46	Stress Mngmnt	200	.7750	.100	7.74	.000 *
Q 49	Multiple Roles	200	.3800	.103	3.68	.000 *
Q 50	HumnGrowthPoten	200	.2700	.083	3.23	.001 *
Q 51	HumnGrowthPoten	200	.1150	.058	1.99	.047
Q 52	Issue:Career	200	.2900	.086	3.37	.001 *

t Test Results - Women

Var	Factor	Cases	MeanDiff	StndEr	t Value	Prob
Q 15	Values&Standards	167	.1916	.084	2.27	.025
Q 16	Goals	167	.7605	.107	7.10	.000 *
Q 17	Goals	167	.4611	.105	4.38	.000 *
Q 18	Culture	167	.1437	.065	2.22	.028
Q 19	Culture	167	.4072	.095	4.30	.000 *
Q 21	Change	167	.6108	.102	6.00	.000 *
Q 22-	Change	167	-.2695	.115	-2.34	.021
Q 23	Change	167	.3114	.093	3.36	.001 *
Q 24-	Change	167	-.3174	.111	-0.29	.005
Q 25-	Change	167	-.3892	.122	-3.19	.002
Q 27-	Decisionmaking	167	-.4311	.111	-0.39	.000 *
Q 28	Decisionmaking	167	.3772	.090	4.20	.000 *
Q 29	Time Management	167	.4491	.101	4.44	.000 *
Q 31-	Time Management	167	-.2335	.105	-2.22	.028
Q 33	PerEnergyMngmnt	167	.3772	.112	3.37	.001 *
Q 34	PerEnergyMngmnt	167	.4132	.095	4.35	.000 *
Q 35	PerEnergyMngmnt	167	.4731	.096	4.91	.000 *
Q 36	PerEnergyMngmnt	167	.6228	.118	5.28	.000 *
Q 37	Motivation	167	.5269	.098	5.38	.000 *
Q 39-	Delegation	167	-.2934	.103	-2.85	.005
Q 41	Conflict Mngmnt	167	.4012	.106	3.79	.000 *
Q 43	Communication	167	.3353	.109	3.07	.003
Q 45-	Stress Mngmnt	167	-.5210	.108	-4.84	.000 *
Q 46	Stress Mngmnt	167	.8204	.107	7.70	.000 *
Q 48	Stress Mngmnt	167	.1856	.089	2.10	.038
Q 49	Multiple Roles	167	.3832	.109	3.53	.001 *
Q 50	HumnGrowthPoten	167	.2874	.087	3.30	.001 *
Q 52	Issue:Career	167	.3174	.090	3.53	.001 *

t Test - Men

Variable	Factor	Cases	MeanDiffer	StndEr	t Value	Prob.
Q 19	Culture	33	.6667	.212	3.15	.004
Q 20	Culture	33	.5455	.231	2.36	.024
Q 29	Time Management	33	.4848	.227	2.14	.040

t Test Results - Rural

Var	Factor	Cases	MeanDiff	StndEr	t Value	Prob
Q 15	Values&Standards	68	.3382	.166	2.04	.045
Q 16	Goals	68	1.1765	.187	6.28	.000 *
Q 17	Goals	68	.6176	.178	3.47	.001 *
Q 19	Culture	68	.5588	.176	3.18	.002
Q 21	Change	68	.8529	.164	5.20	.000 *
Q 22-	Change	68	-.4853	.206	-2.36	.021
Q 23	Change	68	.6618	.177	3.73	.000 *
Q 25-	Change	68	-.5294	.189	-2.80	.007
Q 27-	Decisionmaking	68	-.7353	.188	-3.91	.000 *
Q 28	Decisionmaking	68	.6029	.161	3.74	.000 *
Q 29	Time Management	68	.3382	.167	2.02	.047
Q 31-	Time Management	68	-.3824	.162	-2.36	.021
Q 33	PerEnergyMngmnt	68	.5441	.180	3.03	.003
Q 34	PerEnergyMngmnt	68	.3971	.160	2.49	.015
Q 35	PerEnergyMngmnt	68	.4853	.178	2.72	.008
Q 36	PerEnergyMngmnt	68	.8382	.199	4.20	.000 *
Q 37	Motivation	68	.6029	.188	3.21	.002
Q 39-	Delegation	68	-.4853	.176	-2.76	.007
Q 43	Communication	68	.6618	.187	3.54	.001 *
Q 45-	Stress Mngmnt	68	-.9559	.176	-5.44	.000 *
Q 46	Stress Mngmnt	68	.9265	.164	5.65	.000 *
Q 49	Multiple Roles	68	.7059	.204	3.46	.001 *
Q 50	HumnGrowthPoten	68	.3529	.158	2.24	.029
Q 53-	Issues:Budget	68	-.3529	.155	-2.28	.026

t Test Results - Suburban

Var	Factor	Cases	MeanDiff	StndEr	t Value	Prob
Q 16	Goals	112	.3125	.127	2.46	.015
Q 17	Goals	112	.4643	.127	3.64	.000 *
Q 18	Culture	112	.2500	.084	2.99	.003
Q 19	Culture	112	.3214	.102	3.14	.002
Q 21	Change	112	.4196	.122	3.44	.001 *
Q 24-	Change	112	-.4018	.137	-2.94	.004
Q 26	Decisionmaking	112	-.2500	.104	-2.40	.018
Q 28	Decisionmaking	112	.1875	.093	2.02	.046
Q 29	Time Management	112	.5000	.116	4.33	.000 *
Q 34	PerEnergyMngmnt	112	.2679	.118	2.28	.025
Q 35	PerEnergyMngmnt	112	.3750	.120	3.13	.002
Q 36	PerEnergyMngmnt	112	.4732	.133	3.56	.001 *
Q 37	Motivation	112	.3929	.109	3.62	.000 *
Q 41	Conflict Mngmnt	112	.2321	.117	1.99	.050
Q 44	Communication	112	.2232	.069	3.23	.002
Q 46	Stress Mngmnt	112	.6607	.134	4.93	.000 *
Q 52	Issue:Career	112	.2321	.101	2.31	.023

t Test Results - Urban

Var	Factor	Cases	MeanDiff	StndEr	t Value	Prob
Q 16	Goals	20	.7000	.242	2.90	.009
Q 19	Culture	20	.8000	.236	3.39	.003
Q 28	Decisionmaking	20	.5500	.256	2.15	.045
Q 34	PerEnergyMngmnt	20	.4500	.211	2.13	.046
Q 35	PerEnergyMngmnt	20	.4000	.169	2.37	.028
Q 42	Conflict Mngmnt	20	.5500	.185	2.98	.008
Q 46	Stress Mngmnt	20	.9000	.362	2.49	.022
Q 50	HumnGrowthPoten	20	.7000	.282	2.48	.023
Q 52	Issue:Career	20	.7000	.309	2.27	.035

t Test Results - Caucasian

Var	Factor	Cases	MeanDiff	StndEr	t Value	Prob
Q 16	Goals	145	.7034	.114	6.18	.000 *
Q 17	Goals	145	.3724	.114	3.26	.001 *
Q 18	Culture	145	.1862	.071	0.26	.009
Q 19	Culture	145	.3862	.099	3.88	.000 *
Q 20	Culture	145	.1862	.088	2.11	.036
Q 21	Change	145	.6345	.105	6.02	.000 *
Q 23	Change	145	.2828	.102	2.78	.006
Q 24-	Change	145	-.4414	.121	-3.64	.000 *
Q 25-	Change	145	-.4414	.128	-3.46	.001 *
Q 27-	Decisionmaking	145	-.4345	.120	-3.63	.000 *
Q 28	Decisionmaking	145	.3793	.096	3.95	.000 *
Q 29	Time Management	145	.4414	.112	3.94	.000 *
Q 31-	Time Management	145	-.2621	.116	-2.25	.026
Q 33	PerEnergyMngmnt	145	.4000	.122	3.29	.001 *
Q 34	PerEnergyMngmnt	145	.3172	.101	3.15	.002
Q 35	PerEnergyMngmnt	145	.4138	.099	4.17	.000 *
Q 36	PerEnergyMngmnt	145	.6621	.128	5.17	.000 *
Q 37	Motivation	145	.4345	.107	4.07	.000 *
Q 39-	Delegation	145	-.3655	.111	-3.29	.001 *
Q 41	Conflict Mngmnt	145	.3310	.115	2.88	.005
Q 43	Communication	145	.4069	.113	3.60	.000 *
Q 44	Conflict Mngmnt	145	.2000	.074	2.72	.007
Q 45-	Stress Mngmnt	145	-.4552	.122	-3.72	.000 *
Q 46	Stress Mngmnt	145	.7724	.119	6.47	.000 *
Q 49	Multiple Roles	145	.4000	.115	3.47	.001 *
Q 50	HumnGrowthPoten	145	.2759	.091	3.03	.003
Q 52	Issue:Career	145	.3448	.101	3.42	.001 *

t Test Results - Non Caucasian

Var	Factor	Cases	MeanDiff	StndEr	t Value	Prob	
Q 15	Values&Standards	55	.3455	.163	2.13	.038	
Q 16	Goals	55	.4909	.218	2.25	.029	
Q 17	Goals	55	.6545	.198	3.31	.002	
Q 19	Culture	55	.6182	.173	3.57	.001	*
Q 21	Change	55	.4545	.202	2.25	.029	
Q 28	Decisionmaking	55	.3273	.149	2.19	.033	
Q 29	Time Management	55	.4909	.160	3.07	.003	
Q 34	PerEnergyMngmnt	55	.3636	.179	2.04	.047	
Q 35	PerEnergyMngmnt	55	.4182	.209	2.00	.050	
Q 36	PerEnergyMngmnt	55	.4182	.183	2.29	.026	
Q 37	Motivation	55	.5091	.176	2.90	.005	
Q 46	Stress Mngmnt	55	.7818	.185	4.23	.000	*

t Test Results - Ages 17-26

Var	Factor	Cases	MeanDiff	StndEr	t Value	Prob
Q 16	Goals	123	.4553	.137	3.33	.001 *
Q 17	Goals	123	.3415	.121	2.82	.006
Q 18	Culture	123	.1626	.073	2.22	.029
Q 19	Culture	123	.5203	.109	4.80	.000 *
Q 21	Change	123	.4228	.121	3.51	.001 *
Q 24-	Change	123	-.3496	.133	-2.63	.010
Q 26	Decisionmaking	123	-.2033	.100	-2.03	.044
Q 27-	Decisionmaking	123	-.2927	.126	-2.32	.022
Q 28	Decisionmaking	123	.2846	.093	3.05	.003
Q 29	Time Management	123	.5203	.122	4.25	.000 *
Q 32	Time Management	123	-.2520	.100	-2.53	.013
Q 35	PerEnergyMngmnt	123	.3089	.113	2.73	.007
Q 36	PerEnergyMngmnt	123	.4228	.134	3.15	.002
Q 37	Motivation	123	.4797	.108	4.45	.000 *
Q 41	Conflict Mngmnt	123	.2439	.107	2.27	.025
Q 43	Communication	123	.3333	.114	2.92	.004
Q 44	Communication	123	.2764	.080	3.45	.001 *
Q 46	Stress Mngmnt	123	.6179	.122	5.05	.000 *
Q 49	Multiple Roles	123	.3008	.129	2.33	.021

t Test - Ages 27-36

Variable	Factor	Cases	MeanDiff	StndEr	t Value	Prob
Q 15	Values&Standards	49	.3878	.177	2.19	.033
Q 16	Goals	49	1.1020	.200	5.50	.000 *
Q 17	Goals	49	.6939	.221	3.15	.003
Q 21	Change	49	.8980	.166	5.42	.000 *
Q 22-	Change	49	-.5102	.224	-2.28	.027
Q 23	Change	49	.7959	.180	4.43	.000 *
Q 25-	Change	49	-.7959	.233	-3.41	.001 *
Q 27-	Decisionmaking	49	-.7143	.220	-3.24	.002
Q 28	Decisionmaking	49	.6735	.188	3.59	.001 *
Q 33	PerEnergyMngmnt	49	.4490	.204	2.20	.033
Q 34	PerEnergyMngmnt	49	.8571	.170	5.04	.000 *
Q 35	PerEnergyMngmnt	49	.6735	.209	3.22	.002
Q 36	PerEnergyMngmnt	49	.8776	.219	4.00	.000 *
Q 37	Motivation	49	.4898	.228	2.15	.037
Q 39-	Delegation	49	-.7347	.174	-4.21	.000 *
Q 40	Delegation	49	.3878	.151	2.57	.013
Q 41	Conflict Mngmnt	49	.5102	.249	2.05	.046
Q 45-	Stress Mngmnt	49	-1.0408	.187	-5.58	.000 *
Q 46	Stress Mngmnt	49	1.2653	.218	5.81	.000 *
Q 49	Multiple Roles	49	.6735	.196	3.43	.001 *
Q 50	HumnGrowthPoten	49	.6327	.199	3.17	.003
Q 52	Issue:Career	49	.5714	.187	3.06	.004

APPENDIX G

SELECTED RECRUITING AIDS

PRESS RELEASE

Demands of Work and Family Getting You Down?

The alarm clock buzzes. Bleary-eyed, the woman looks at the man and groans. The man reaches out to set the snooze alarm....five more minutes. The woman crawls out of bed and heads for the bathroom. Another day has begun, filled with getting the kids dressed, the dog fed, lunches made, and everyone flying in different directions.....a typical family morning, full of lost shoes and papers, little communication, and lots of stress.

Are the demands of work and family getting you down? Causing stress in your life? Would you like to learn to juggle being a student with working? with being a parent?_____Community College is offering a class that teaches time management techniques, shows you how to set goals and solve problems, helps you make the most of your energy and manage stress.

Register now for Life Management, Ticket number.....

PRESS RELEASE

Life Management Curriculum a Rousing Success

A class has been developed to help individuals and families manage the demands of career, family, and community while making time for personal needs. It has been available at community colleges across California since 1987. Recent research shows that the curriculum is highly effective at teaching students of all ages to make better decisions and manage time, energy and stress. Students learn to avoid procrastination and delegate tasks to others. They learn to discuss their feelings and needs and negotiate problems.

Research into the effectiveness of the curriculum was conducted during the academic year 1988-89 by Joann Driggers, Home Economics professor, Mt. San Antonio College. She surveyed 200 students enrolled in a Life Management course at one of 10 community colleges and asked "How would you rate the change in your life management skills and behavior" as a result of the Life Management course. Many students selected "Considerable" (40.5%) while most chose "Moderate" (48.5%). Driggers reports that this result is very impressive, since the change occurred over one semester, a relatively short time.

The Life Management curriculum was developed by a task force of educators directed by Dr. Betty Morse, Home Economics Department, California State University, Long Beach. It has since been approved at 16 community colleges from Yuba City to San Diego. You can register for this class now at _____Community College by selecting course number_____.

Brief History of the Home Economics Profession

as it relates to

Life Management Curriculum

1819 Emma Willard, founder of a pioneer normal school, proposed that the theory and practice of housewifery be taught to females.

1841 Catherine Beecher's *Treatise on Domestic Economy* was published, and is considered the true beginning of the home economics movement.

1862 Passage of the Morrill Land Grant Act provided land for land-grant colleges, which included agriculture and home economics.

1899 Ellen H. Richards instrumental in organizing the first Lake Placid conference to discuss household management.

1909 Ellen Richards selected as the first president of the newly formed AHEA. The purpose of AHEA was stated: "to provide opportunities for professional home economics and members from other fields to cooperate in the attainment of the well-being of individuals and families, the improvement of homes and the preservation of values significant in home life.

1914 Cooperative Extension formed, which initiated the trend of public funding of home economics for the purposes of research, extension, and high school teacher training.

1923 Bureau of Home Economics established with U.S. Department of Agriculture for the purposes of research in home related areas, particularly in relation to standard of living.

1929 Following stock market crash reserach in home economics shifted from housekeeping skills to management of time and money, as well as food, clothing, and shelter needs.

WWII Home economics provided leadership in conservation and extension of resources, and in child care for working women.

1949 The President's Commission on Higher Education recommended the study of home economics as part of the general education of all college students.

1960s A decade full of support from AHEA for consumer legislation, helping individuals and families allocate scarce resources.

1967 The goals, content and organization of home economics were analyzed by the Institute of Higher Education at Columbia University. The study recommended that family service continue to be the cental mission of home economics.

1969 Thirty-eight percent of all women were employed outside the home.

1972 Home economists support legislation and apporpriations for family income maintenance, aging, and the Equal Rights Amendment.

1973 Dr. Kathryn Walker (Cornell) publishes Time Use: A Measure of Household Production of Family Goods and Services.

1978 Dr. Beatrice Paolucci and Marjorie Brown publish "Home Ecnomics Defined."

1979 Dr. Kinsey Green, and other home economicsts, participate in the White House Conference on Families.

1981 U.S. Department of Agriculture, Science and Education Administration publishes *A Comprehensive National Plan for New Initiatives in Home Economics Research, Extension and Higher Education* One of four high-priority initiatives identified as needing attention was Family Strengths and Socal environment: parent education, family adjustment to change, management of stress, family and individual adjustment to midlife."

Home Economics: improving the quality of life for individuals and families

References

Parker, Frances J. *Home Economics: An Introduction to a Dynamic Profession* third edition. Macmillan; New York. 1987.

Updated Resources for Life Management Curriculum

Inexpensive newsletter ($2.50 annually) from the Western Regional Home Management Family Economics Educators. A must for all Life Management/Consumer Economics educators. Reviews books and publications, highlights trends in the field, and informs about annual conferences. For subscription send your check to: Alice Morrow, Extension Family Econ Specialist, Oregon State University, 153 Milan, Corvallis, OR 97331.

Western Regional Home Management Family Economics Educators Conference will be held in Albuqueque, New Mexico on November 1-3 1990, and in Colorado in 1991.

Speakers Bureau from Security Pacific available in San Diego, San Francisco, Los Angels, and Orange, Riverside, and San Bernadino counties. Topics include titles related to communication, leadership, managing change, work temperaments, and other life management topics. Write to the Los Angeles address for the list (Speakers Bank, Security Pacific, 333 South Hope Street, Los Angels, CA 90071).

Introduction - Goals for class, value of class

See historical data in this report to explain to students that Management is a core component in Home Economics.

1. Values & Standards

Blanchard, Ken and Carneige, Dale. *Ethical Management* 1988.

Hochschild, Arlie and Machung, Anne. *The Second Shift: Working Parents and the Revolution at Home* Viking, NY, 1989. Don't miss this one!

Peck, M. Scott. *The Road Less Traveled* Simon & Schuster, NY 1978.

Video: Morris Massey "Triad".

Activity: Select a question from *The Book of Questions* and write it on the blackboard. Then have students identify their opinion on that question by standing on one side of the room or the other. Taking turns have an individual from one side and then then other state why their position is "right" and why students from the other side should switch sides. Do up to three questions. Opens discussion on conflicting values as well as encourages participation.

2 Goal setting

Audio and Video Tape: "How to Set and Achieve Goals", Bobbe Sommer, Career Track.

Ellis, *Becoming A Master Student*

Hochschild, Arlie and Machung, Anne. *The Second Shift: Working Parents and the Revolution at Home* Viking, NY, 1989.

Renesch, John. *Setting Goals* Context Publications, 1983.

Goal setting (con't)

Wonder, Jacquelyn, and Donovan, Priscilla. *Whole-Brain Thinking: Working from Both Sides of the Brain to Achieve Peak Job Performance.* Ballantine. NY 1984.

Wishcraft

Project: student write a paper on long range plans to include goals and time frames

3. Cultural Forces

Collins, Nancy W., Gilbert, Susan K., Nycum, Susan H. *Women Leading: Making Tough Choices on the Fast Track.* The Stephen Greene Press. Lexington Mass. 1988.

Hochschild, Arlie and Machung, Anne. *The Second Shift: Working Parents and the Revolution at Home.* Viking. NY, 1989.

Illinois Teacher of Home Economics: A Home Economics Response to the Evolving Family Structure. September/October, 1988. University of Illinois, Champaign Ill. 61820.

The Color Code (a personality theory book)

Film: Cultural Literacy

Film. Megatrends

Video. Morris Massey "Triad".

Activity: in order to increse understanding of cultural diversity, ask each student to identify their cultural heritage and describe one stereotype that is associated with their culture which they believe is not true.

4. Impact of Change

Project: student write a paper on the year 2020

Business Week 60th Anniversary Issue. "The New America" - whole issue. September 25, 1989.

Futurist Magazine, especially "The Future/Time" article on the 20th century. August, 1988.

Collins, Nancy W., Gilbert, Susan K., Nycum, Susan H. *Women Leading: Making Tough Choices on the Fast Track.* The Stephen Greene Press, Lexington Mass. 1988.

Hochschild, Arlie and Machung, Anne. *The Second Shift: Working Parents and the Revolution at Home.* Viking. NY, 1989.

Littwin, Susan. *The Postponed Generation.* Morrow, 1986.

Naisbitt, John and Aburdene, Patricia. *Re-inventing the Corporation.* Megatrends, Ltd. 1985.

Shulman, Bernard, and Bermank, Raeann. *How to Survive Your Aging Parents So You and They Can Enjoy Life.* Chicago: Surrey Books. 1988.

Waterman, Robert H. *The Renewal Factor: How the Best Get and Keep The Competitive Edge.* Bantam Books, NY 1987

5. Decision Making

Film: "Decisions" (new)

Film: Abilene Paradox" (group decisionmaking)

Decision Making (con't)

Filmstrip: "Dealing with Decisions," Human Relations Media, Pleasantville, NY 1980.

Collins, Nancy W., Gilbert, Susan K., Nycum, Susan H. *Women Leading: Making Tough Choices on the Fast Track*: The Stephen Greene Press, Lexington Mass. 1988.

Drucker, Peter F. *The Frontiers of Management: Where Tomorrow's Decisions are Being Shaped Today*. E.P. Dutton NY. 1986.

Hochschild, Arlie and Machung, Anne. *The Second Shift: Working Parents and the Revolution at Home*. Viking, NY, 1989.

Miller, Gordon P. *Teaching Your Child to Make Decisions*; Harper & Row. NY 1984.

Project: student pick two problems and write a paper describing how they would solve them, following the decisionmaking model.

Video: "The Home Economics Challenge" career overview of Home Ec. including Life Management ...don't show too early in semester or else the men in class may get the wrong impression, even tho this show men working in Home Ec. careers.

6. **Time Management**

"How America Has Run Out of Time," Time Magazine, April 24, 1989. pp 58-67.

Hochschild, Arlie and Machung, Anne. *The Second Shift: Working Parents and the Revolution at Home*. Viking, NY, 1989.

Rifkin, Jeremy. *Time Wars: The Primary Conflict of Human History*. Henry Holt & Co. NY 1987.

Schlenger, Sunny, and Roesch, Roberta. *How To Be Orangized In Spite of Yourself: Time and Space Management that Works with Your Personal Style*. New American Library. 1989.

Winston, Stephanie. *The Organized Executive: New Ways to Manage Time, Paper, and People*. Warner Books. New York, 1985.

Audiotape: "Life Balance for Women" Bee Epstein, Career Track

Video: "How to Get Control of the Time in Your Life."

7. **Personal Energy**

A New Look at Motivation

Hochschild, Arlie and Machung, Anne. *The Second Shift: Working Parents and the Revolution at Home*. Viking, NY, 1989.

Lawhon, Tommie M. "Work and Stress in the Home: How Do You Help in the Family?" *Journal of Home Economics*; Winter, 1984.

Naisbitt, John and Aburdene, Patricia. *Re-inventing the Corporation* Megatrends, Ltd. 1985.

"The Children Who Get Cut Out," *US News and World Report*, October 12, 1987.

8. **Motivation - Procrastination**

Kanter, Rosabeth Moss "How do Be an Entrepreneur Without Leaving Your Company: Six skills you need to turn great ideas into action" *Working Woman* November, 1988.

Audiotape: "The Procrastination Cure" Jane Burka and Lenora Yuen. Nightingale/Conant

Video: "A Passion for Excellence".

9. **Delegating**

Audiotape: "How to Delegate Work" Dick Lohr, Career Track

Hochschild, Arlie and Machung, Anne. *The Second Shift: Working Parents and the Revolution at Home* Viking, NY, 1989.

10. **Communicating**

Film: "Power of Listening".

Carnegie, Dale. *How to Win Friends and Influence People* 1988 ed

Grothe, Mardell, and Wylie, Peter. "The Fine Art of Getting Your Boss to Change." *Working Woman* November, 1988.

Shaevitz, Morton H. *Sexual Static: How Men Confuse the Women They* Love. Boston: Little, Brown, 1987.

11. **Conflict Management**

Audiotape: "Swords into Plowshares: Dealing with Difficult People." Eileen McDargh, 23731 Montego Bay, Laguna Niguel, CA 92677 (714-496-8640)

Video: "Coping with Conflict" Hub of the Wheel Series, Films for the Humanities, Princeton, N.J. 1988.

Film: "When I Say No I Feel Guilty"

Brim, Gilbert. "Losing and Winning." *Psychology Today* September, 1988.

Branisor, Robert. *Coping with Difficult People*

Smith A.D., and Reid., W. *Role Sharing Marriage* New York: Columbia University Press, 1986.

12. **Stress Management**

Video: "Stress Management for Professionals" Roger Mellott Career Track (audio tape is also good)

Audiotape: "Life Balance for Women" Bee Epstein, Career Track

13. **Multiple Roles**

Audiotape: "Life Balance for Women" Bee Epstein, Career Track.

Vocational Education Journal - September, 1989 - The whole issue devoted to balancing Home family, and work. Well worth pursuing!

Multiple Roles (con't)

Collins, Nancy W., Gilbert, Susan K., Nycum, Susan H. *Women Leading: Making Tough Choices on the Fast Track*. The Stephen Greene Press, Lexington Mass. 1988.

Ehrensaft, Diane. *Parenting Together: Men and Women Sharing the Care Of Their Children* New York: Free Press. 1987.

Garfinkel, Perry. *In a Man's World: Father, Son, Brother, Friend, and Other Roles Men Play*. New York: New American Library, 1985.

Hochschild, Arlie and Machung, Anne. *The Second Shift: Working Parents and the Revolution at Home*. Viking. NY, 1989.

Schachter, Jim. "The Daddy Track," *Los Angeles Times Magazine* October 1, 1989.

Strasser, Susan. *Never Done: A History of American Housework*. New York: Pantheon, 1982.

Activity: See attached "Wanda"

14. Human Growth Potential

Video: "Psychology of Winning in Action" Denis Waitley, Nightingale/Conant

Film: "You Can Surpass Yourself"

Vocational Education Journal - September, 1989 - The whole issue devoted to balancing Home family, and work. Well worth pursuing!

Hochschild, Arlie and Machung, Anne. *The Second Shift: Working Parents and the Revolution at Home* Viking, NY, 1989.

Naisbitt, John and Aburdene, Patricia. *Re-inventing the Corporation* Megatrends, Ltd. 1985.

Wonder, Jacquelyn, and Donovan, Priscilla. *Whole-Brain Thinking: Working from Both Sides of the Brain to Achieve Peak Job Performance*. Ballantine, NY 1984.

15. Other Current Issues

<u>Balance a budget</u>

Project: Students develop a one month budget

<u>Choose a career</u>

Cohen, Steve and de Oliveira, Paulo, *Getting to the Right Job: A Guide for College Graduates* Workman Publishing, NY, 1987.

Project: Students develop a career plan

Project: Students investigate a specific career, includes a visit to campus Placement Office to obtain computer printout on career forecast.

<u>Environmental concerns (next page)</u>

Environmental concerns

Energy conservation materials distributed in class...obtained from local utility company.

A new magazine found on newsstands: *Garbage: The Practical Journal for the Environment* published bimonthly for $21 per year by OldHouse Journal Corp., 435 Ninth St. Brooklyn, NY 11215

Guest speaker: from city solid waste management or recycling firm

Time magazine: January 2, 1989. Whole issue "Planet of the Year Endangered Earth."

General Project Ideas:

Because of the lack of an appropriate textbook one instructor has students learn by doing--a 20-hour volunteer project. Some participated in a college volunteer work day, one student is working with a group to clean-up the environment. The instructor, Patricia Law, says "I believe Life Management is the perfect class to use student volunteerism to promote learning while creating a 'kinder and gentler' future."

Necessary Losses by Judith Viorst inspired another idea which focuses on semester closure. The instructor tells the story: "Life Management seems to involve students in a personal and caring way. If Viorst is correct, life is a series of endings, so we discuss win-win, graceful exits, and then plan the necessary loss of our class. This semester the students want their final exam early so the stress is alleviated and we can have a special time for closure that includes food."